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ABSTRACT

This publication provides a pocket-sized compilation of statistical information on American education from kindergarten through graduate school. It is an easy reference for material found in greater detail in the 1993 editions of the "Digest of Educational Statistics," "The Condition of Education," and "Youth Indicators," and unless otherwise noted, the information in this compilation comes from these sources. Education was the primary occupation of nearly 72 million people in the United States in the fall of 1993, a figure that includes approximately 63.9 million students enrolled in elementary, secondary, and higher education. Nearly 3.7 million people were employed as teachers and college faculty, with approximately 4.2 million people in other professional, administrative, and support occupations. More than one of every four people participated in formal education. Thirty tables and 12 figures present information on American education in the following categories: (1) structure, (2) enrollment, (3) teachers, (4) educational outcomes, and (5) finance. (SLD)

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Mini-Digest of Education Statistics 1993

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2

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Mini-Digest of Education Statistics 1993

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3

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National Center for Education Statistics

"The purpose of the Center shall be to collect, analyze, and disseminate statistics and other data related to education in the United States and in other nations."—Section 406(b) of the General Education Provisions Act, as amended (20 U.S.C. 1221e–1).

4

April 1994

Contents

Foreword 1
Overview 2
The Structure of American Education 3
Enrollment
Elementary and Secondary Schools
Public Schools 8
Private Schools 9
Projections 10
Preprimary Enrollment 12
Enrollment Rates 13
Enrollment by Race and Ethnicity 14
Enrollment in Special Education 15
Higher Education
College Enrollment 16
Enrollment Rates of 18- to 24-Year-Olds 18
Enrollment by Gender 19
Enrollment by Age 20
Enrollment by Race and Ethnicity 21
Graduate School Enrollment 22
Teachers
Number of Teachers 26
Teachers' Salaries 28
Teacher Characteristics 29
Educational Outcomes
High School Course-Taking Patterns 32

Graduates 34
Dropouts 36
Literacy Rates 38
Completions 40
Reading Performance 41
Mathematics Performance 42
College Degrees 44
Finance
Overall Expenditures 48
Public Elementary and Secondary School Revenues 50
Public Elementary and Secondary School Expenditures 52
Federal Aid for Public Elementary and Secondary Education 54
Higher Education Revenues 56
Higher Education Expenditures 57
College Costs 58
Scholarships 60
Aid to Higher Education 62
Federal Funding 64
Ordering Information 67

Foreword

Welcome to the first edition of the *Mini-Digest of Education Statistics*. The primary purpose of this publication is to provide a pocket-sized compilation of statistical information covering the broad field of American education from kindergarten through graduate school. The *Mini-Digest* is designed as an easy reference for materials found in much greater detail in the 1993 editions of the *Digest of Education Statistics*, *The Condition of Education*, and *Youth Indicators*.

These volumes include selections of data from many sources, both government and private, especially drawing on results of surveys and activities carried out by the National Center for Education Statistics (NCES). They include information on the number of schools and colleges, teachers, enrollments, and graduates, in addition to educational outcomes, finances, and federal funds for education. Unless otherwise stated, all data in this *Mini-Digest* are extracted from the *Digest of Education Statistics*.

Overview

Education was the primary occupation of about 72 million people in the United States in the fall of 1993. Included in this total were about 63.9 million students enrolled in American schools and colleges. About 3.7 million people were employed as elementary and secondary school teachers and as college faculty. Other professional, administrative, and support staff of educational institutions numbered 4.2 million. In a nation with a population of about 258 million, more than one out of every four persons participated in formal education.

The Structure of American Education

Figure 1 shows the structure of education in the United States: the three levels of education—elementary, secondary, and postsecondary—and the approximate age range of persons at each level. Pupils ordinarily spend from 6 to 8 years in the elementary grades, preceded by 1 to 3 years in nursery school and kindergarten. The elementary school program is followed by a 4- to 6-year secondary school program. Pupils normally complete the entire program through grade 12 by age 17, 18, or 19.

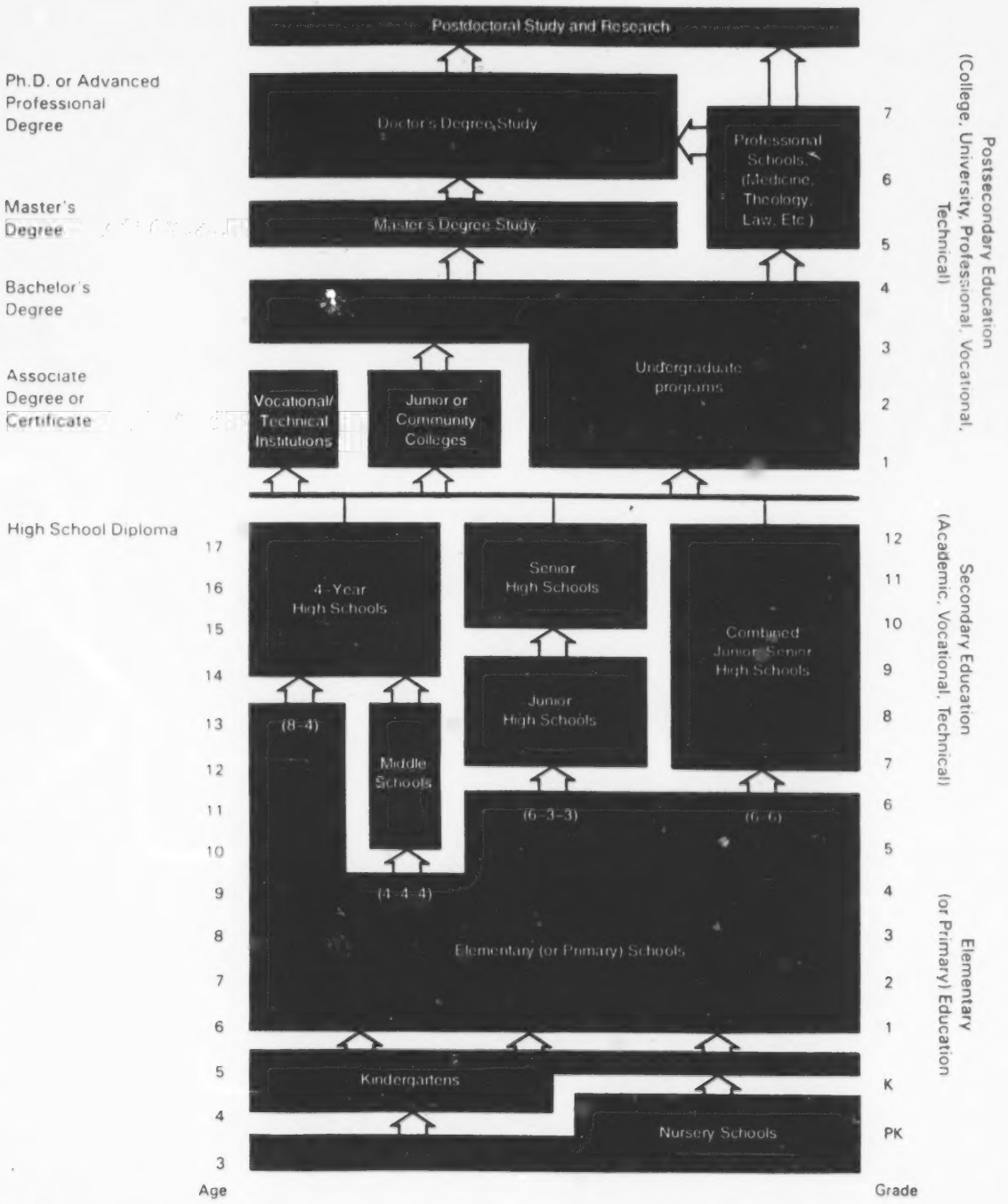
High school graduates who decide to continue their education may enter a technical or vocational institution, a 2-year college, or a 4-year college or university. A 2-year college normally offers the first 2 years of a standard 4-year college curriculum and a selection of terminal vocational programs. Academic courses completed at a 2-year college are usually transferable for credit at a 4-year college or university. A technical or vocational institution offers postsecondary technical training leading to a specific career.

An associate degree requires at least 2 years of full-time college-level work, and a bachelor's

degree normally can be earned in 4 years. At least 1 year beyond the bachelor's is necessary for a master's degree, while a doctor's degree usually requires a minimum of 3 or 4 years beyond the bachelor's.

Professional schools differ widely in admissions requirements and in program length. Medical students, for example, generally complete a 4-year program of premedical studies at a college or university before they can enter the 4-year program at a medical school. Law programs normally require 3 years of coursework beyond the bachelor's degree level.

Figure 1.—The structure of education in the United States



NOTE—Adult education programs, while not separately delineated above, may provide instruction at the elementary, secondary, or higher education level. Chart reflects typical patterns of progression rather than all possible variations.

SOURCE: U.S. Department of Education, National Center for Education Statistics.

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Enrollment

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Elementary and Secondary Schools

Public Schools

Overall, public school enrollment increased between 1985 and 1993. In kindergarten through grade eight, enrollment rose from 27.0 million in fall 1985 to an estimated 31.4 million in fall 1993. In the upper grades (9–12), the net result of changes in enrollment over the same period was a decline from 12.4 million to an estimated 12.0 million.

Table 1.—Enrollment in public elementary and secondary schools: Fall 1983 to fall 1993

(In thousands)

Year	Total	Kindergarten through grade 8	Grades 9 through 12
1983	39,252	26,981	12,271
1984	39,208	26,905	12,304
1985	39,422	27,034	12,388
1986	39,753	27,420	12,333
1987	40,008	27,933	12,076
1988	40,189	28,501	11,687
1989	40,543	29,152	11,390
1990	41,217	29,878	11,338
1991 [1]	42,000	30,470	11,530
1992 [2]	42,496	30,819	11,678
1993 [2]	43,454	31,447	12,007

[1] Preliminary data.
[2] Estimated.

Private Schools

Private school enrollment has changed little over the past decade, with about 11 percent of all elementary and secondary students attending private schools. Total private school enrollment at the elementary and secondary levels was estimated at 5.5 million in fall 1993.

Table 2.—Enrollment in private elementary and secondary schools: Fall 1983 to fall 1993

(In thousands)

Fall	Total	Kindergarten through grade 8	Grades 9 through 12
1983	5,715	4,315	1,400
1984 [1]	5,700	4,300	1,400
1985	5,557	4,195	1,362
1986 [1]	5,452	4,116	1,336
1987	5,479	4,232	1,247
1988	5,241	4,036	1,206
1989	5,355	4,162	1,193
1990	5,232	4,095	1,137
1991 [2]	5,199	4,074	1,125
1992 [1]	5,375	4,212	1,163
1993 [1]	5,471	4,280	1,191

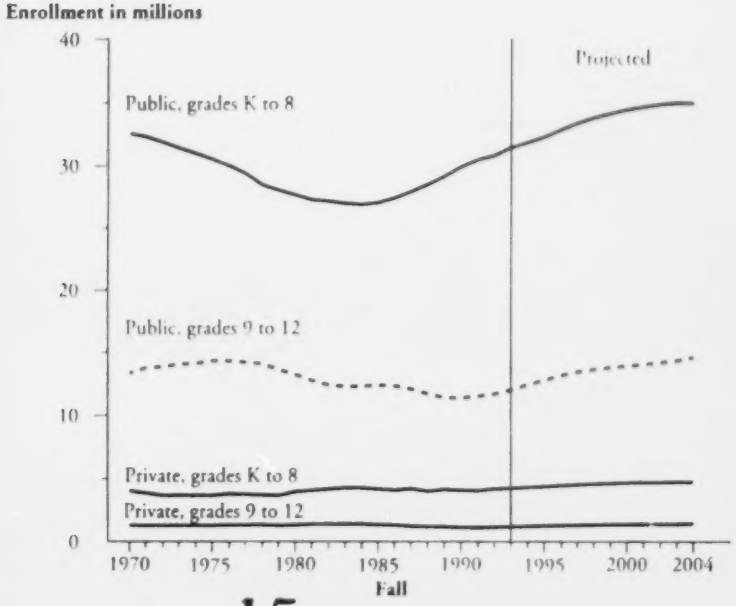
[1] Estimated.
[2] Preliminary data.

NOTE: Because of rounding, details may not add to totals.

Projections

The National Center for Education Statistics (NCES) forecasts record levels of enrollment by the late 1990s. It is anticipated that by the year 1996, elementary and secondary school enrollments will surpass the previous high set in 1971 and will continue to climb into the next century. Elementary school enrollment is expected to reach 37.3

Figure 2.—Enrollment in elementary and secondary schools, by level and control: Fall 1970 to fall 2004



million and secondary school enrollment will reach 14.5 million in 1996.

Table 3.—Projected enrollment in public and private educational institutions: Fall 1993 to fall 2004

(In thousands)

Year	Total (K–12)	Elementary (K–8)	Secondary (9–12)
1993	48,925	35,727	13,198
1994	49,819	36,170	13,649
1995	50,709	36,668	14,041
1996	51,762	37,311	14,451
1997	52,713	37,940	14,773
1998	53,382	38,398	14,984
1999	53,942	38,793	15,149
2000	54,412	39,129	15,283
2001	54,816	39,389	15,427
2002	55,162	39,589	15,573
2003	55,459	39,713	15,746
2004	55,706	39,676	16,029

NOTE: Because of rounding, details may not add to totals.

Preprimary Enrollment

Prekindergarten and kindergarten enrollments of 3- to 5-year-olds increased almost 25 percent between 1983 and 1993. The proportion of 3- and 4-year-olds enrolled in prekindergarten programs has changed little since 1985.

Table 4.—Enrollment of 3- to 5-year-olds in prekindergarten and kindergarten programs: Fall 1983, 1988, and 1993

(In thousands)

Level and control of school	Fall 1983	Fall 1988	Fall 1993 *
Total	5,384	5,978	6,649
Control			
Public	3,225	3,726	4,132
Private	2,161	2,251	2,517
Level			
Prekindergarten	2,347	2,621	3,081
Kindergarten	3,039	3,356	3,568

* Estimated.

Enrollment Rates

School enrollment rates for 5- to 17-year-olds have remained relatively steady over the past 10 years—at about 95 percent. Nearly all elementary-age children are registered in school.

Table 5.—Percent of 5- to 17-year-olds enrolled in school: October 1982 to October 1992

Year	5 and 6 years	7 to 13 years	14 to 17 years
1982	95.0	99.2	94.4
1983	95.4	99.2	95.0
1984	94.5	99.2	94.7
1985	96.1	99.2	94.9
1986	95.3	99.2	94.9
1987	95.1	99.5	95.0
1988	96.0	99.7	95.1
1989	95.2	99.3	95.7
1990	96.5	99.6	95.8
1991	95.4	99.6	96.0
1992	95.5	99.4	96.7

Enrollment by Race and Ethnicity

The proportion of minority students in elementary and secondary schools increased between 1983 and 1993. The proportion of Hispanics in elementary and secondary schools increased at a greater rate than the proportion of blacks.

Table 6.—Racial/ethnic distribution of 5- to 17-year-olds in elementary and secondary schools: Fall 1983, 1988, and 1993

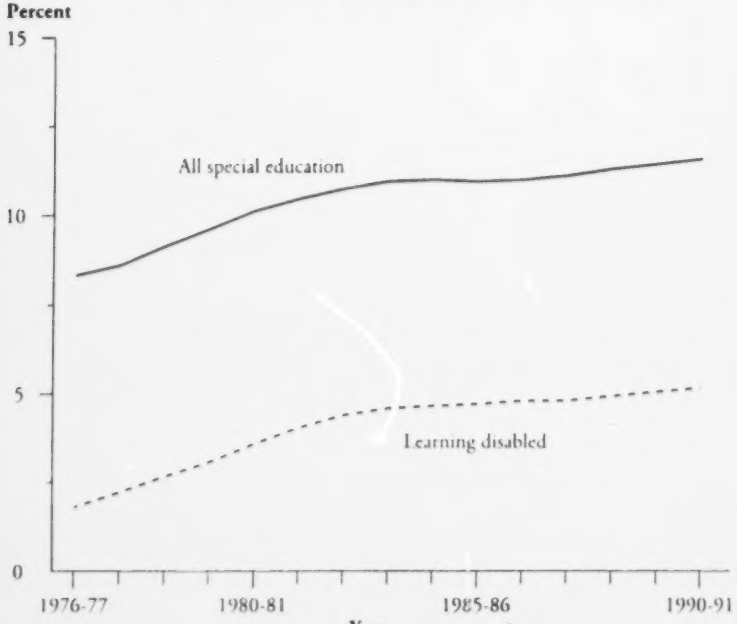
Race/ethnicity of student	Fall 1983	Fall 1988	Fall 1993*
Total	100.0	100.0	100.0
White, non-Hispanic	73.2	70.3	68.5
Minority	26.8	29.7	31.5
Black, non-Hispanic	14.7	15.4	15.7
Hispanic	8.8	10.4	11.4
Other, non-Hispanic	3.3	4.0	4.4

* Estimated.

Enrollment in Special Education

During the late 1970s and early 1980s, increasing proportions of children were served in special education programs. However, since 1983–84, the increases have been relatively small. Much of the rise during this period may be attributed to the increasing proportion of children identified as learning disabled.

Figure 3.—Percent of public elementary and secondary students enrolled in special education programs: 1976–77 to 1990–91



20

Higher Education

College Enrollment

College enrollment rose to a record level of 14.4 million in fall 1991 and is estimated to have risen to 15.0 million in 1993. Of the 1993 students, more than 9 million attended 4-year schools and nearly 6 million attended 2-year schools. Between 1983 and 1993, part-time enrollment increased at a greater rate (28 percent) than full-time enrollment (15 percent).

Figure 4.—Fall enrollment in institutions of higher education: 1983, 1988, and 1993

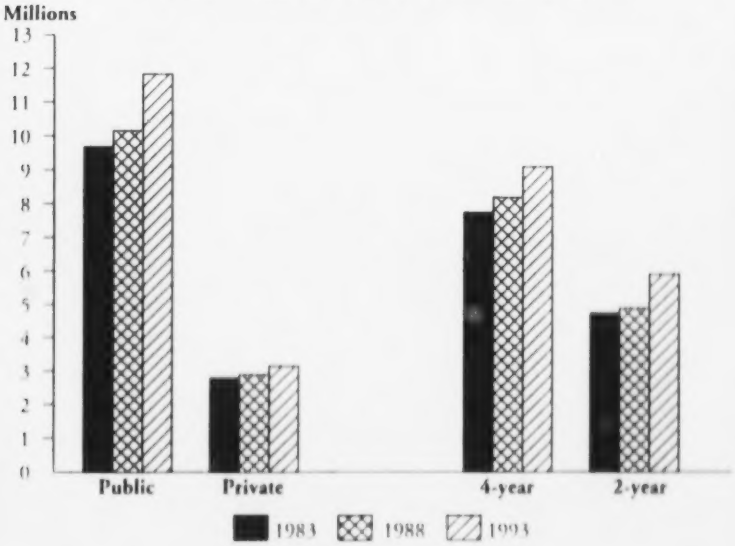


Table 7.—Enrollment in higher education: Fall 1983, 1988, and 1993

(In thousands)

Type and control of school, and attendance status	Fall 1983	Fall 1988	Fall 1993 *
Total	12,465	13,055	14,994
4-year	7,741	8,180	9,323
2-year	4,723	4,875	5,671
Full-time	7,261	7,437	8,355
Part-time	5,204	5,619	6,639
Public	9,683	10,161	11,722
4-year	5,223	5,546	6,318
2-year	4,459	4,615	5,404
Full-time	5,299	5,410	6,107
Part-time	4,384	4,751	5,615
Private	2,782	2,894	3,272
4-year	2,518	2,634	3,005
2-year	264	260	267
Full-time	1,962	2,026	2,248
Part-time	820	868	1,024

* Estimated.

Enrollment Rates of 18- to 24-Year-Olds

The proportion of 18- and 19-year-olds attending high school or college rose from 48 percent in 1982 to 61 percent in 1992. Enrollment rates of college-age students also increased. The enrollment rate of 20- to 21-year-olds rose from 34 percent in 1982 to 44 percent in 1992.

Table 8.—Percent of 18- to 24-year-olds enrolled in school: October 1982 to October 1992

Year	18 and 19 years	20 and 21 years	22 to 24 years
1982	47.8	34.0	16.8
1983	50.4	32.5	16.6
1984	50.1	33.9	17.3
1985	51.6	35.3	16.9
1986	54.6	33.0	17.9
1987	55.6	38.7	17.5
1988	55.6	39.1	18.2
1989	56.0	38.5	19.9
1990	57.2	39.7	21.0
1991	59.6	42.0	22.2
1992	61.4	44.0	23.7

Enrollment by Gender

Despite decreases in the traditional college-age population, total college enrollment has been rising. The higher proportion of recent high school graduates attending college and the increased numbers of women students over 24 have contributed to the continued growth in enrollment.

Table 9.—Fall enrollment in institutions of higher education, by sex, and age: 1970, 1980, and 1990

(In thousands)

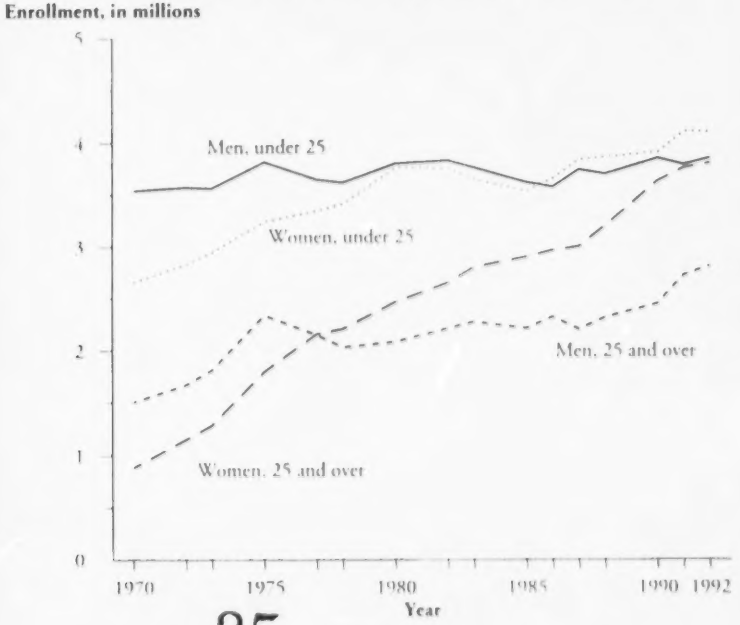
Sex and age	1970	1980	1990
Men and women, total . .	8,581	12,097	13,820
19 years and under . . .	2,859	3,148	2,967
20 and 21 years old. . .	1,880	2,423	2,619
22 to 24 years old	1,457	1,989	2,166
25 and older	2,385	4,536	6,067
Men, total	5,044	5,874	6,284
19 years and under . . .	1,479	1,474	1,433
20 and 21 years old. . .	1,095	1,259	1,304
22 to 24 years old	964	1,064	1,107
25 and older	1,506	2,077	2,441
Women, total	3,537	6,223	7,535
19 years and under . . .	1,380	1,674	1,534
20 and 21 years old. . .	786	1,165	1,315
22 to 24 years old	493	925	1,059
25 and older	879	2,459	3,627

NOTE: Because of rounding, details may not add to totals.

Enrollment by Age

The number of older students in college has been growing more than the number of younger students. Between 1980 and 1990, the enrollment of students under age 25 increased by 3 percent. During the same period, enrollment of persons 25 and over rose by 34 percent. From 1990 to 1998, NCES projects a 14 percent growth in enrollments of persons over 25 and an increase of only 6 percent in the number under 25.

Figure 5.—Fall enrollment in institutions of higher education, by age: 1970 to 1992



Enrollment by Race and Ethnicity

The proportion of American college students who are minorities has been increasing. In 1976, 15.7 percent were minorities, compared with 21.2 percent in 1991. Much of the change can be attributed to rising numbers of Hispanic and Asian students. The proportion of students who are black has fluctuated over the past 15 years but was 9.6 percent in 1991 as it was in 1976. (These percentages exclude foreign students who are not permanent residents enrolled in American colleges and universities.)

Table 10.—Racial/ethnic distribution of fall enrollment in institutions of higher education: 1976, 1984, and 1991

Race/ethnicity	1976	1984	1991 *
Total	100.0	100.0	100.0
White, non-Hispanic	84.3	82.5	78.8
Total minority	15.7	17.5	21.2
Black, non-Hispanic	9.6	9.0	9.6
Hispanic	3.6	4.5	6.2
Asian or Pacific Islander	1.8	3.3	4.6
American Indian or Alaskan Native	0.7	0.7	0.8

* Preliminary data.

NOTE: Distribution excludes nonresident aliens.

Graduate School Enrollment

Since 1984, the number of women in graduate schools has exceeded the number of men. Between 1981 and 1991, the number of male full-time graduate students increased by 23 percent, compared with 45 percent for full-time women. Among part-time graduate students, enrollments for men increased by only 6 percent compared with 25 percent for women. However, men continue to seek a first-professional degree more than do women.

27

Table 11.—Fall graduate enrollment in institutions of higher education, by sex: 1970 to 1991

(In thousands)

Year	Total	Men	Women
1970	1,031	630	400
1975	1,263	700	563
1980	1,344	675	669
1981	1,343	674	669
1982	1,322	670	653
1983	1,340	677	663
1984	1,345	672	673
1985	1,376	677	700
1986	1,435	693	742
1987	1,452	693	759
1988	1,472	697	774
1989	1,522	710	811
1990	1,586	737	849
1991 *	1,639	761	878

* Preliminary data.

NOTE: Enrollment includes unclassified postbaccalaureate students, but excludes first professional enrollment.

Teachers

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Number of Teachers

The number of elementary and secondary school teachers has risen in recent years, up about 11 percent since 1985. The number of public school teachers has grown at a slightly slower rate than the number of students in recent years, and the pupil/teacher ratio, after falling for many years, has remained relatively steady since 1988. In the fall of 1993, the ratio of pupils per public school teacher was 17.6 compared with 18.4 pupils per teacher 10 years earlier. During the same time period, the pupil-teacher ratio in private schools fell from 17:1 to 15:1.

Table 12.—Teachers and pupil-teacher ratios in public and private elementary and secondary schools: Fall 1980 to fall 1993

Year	Public school teachers	Private school teachers
	Number in thousands	
1980	2,184	301
1983	2,133	325
1985	2,206	343
1988	2,323	345
1989	2,357	322
1990	2,398	356
1991	2,432	355
1992*	2,451	363
1993*	2,474	364
	Pupil-teacher ratios	
1980	18.7	17.7
1983	18.4	17.0
1985	17.9	16.2
1988	17.3	15.2
1989	17.2	16.6
1990	17.2	14.7
1991	17.3	14.6
1992*	17.3	14.8
1993*	17.6	15.0

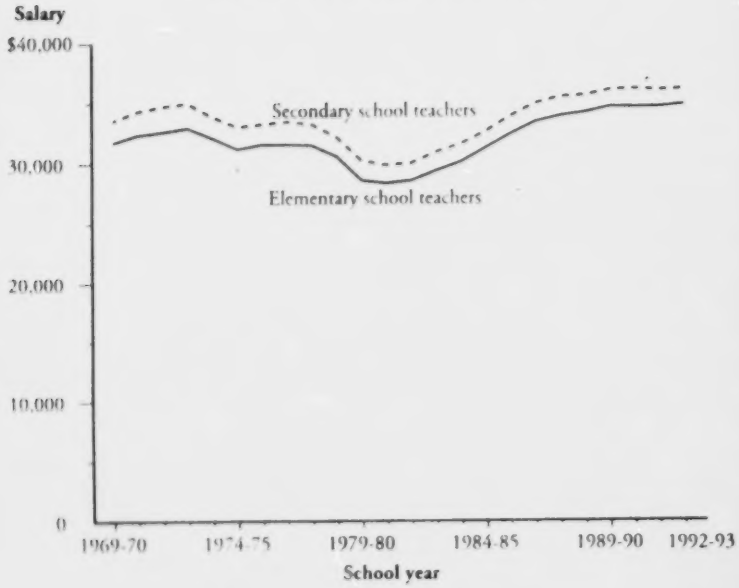
* Estimated.

Teachers' Salaries

The average salary for public school teachers has grown rapidly over the past decade, reaching $35,334 in 1992-93. After adjustment for inflation, teachers' salaries rose 18 percent between 1982-83 and 1992-93, more than recouping the losses in purchasing power suffered during the 1970s.

Figure 6.—Average annual salary for public elementary and secondary school teachers: 1969-70 to 1992-93

(In constant 1992-93 dollars)



Teacher Characteristics

More than twice as many women as men were teaching in public elementary and secondary schools in 1990–91. Almost all public school teachers held at least a bachelor's degree, and some 64 percent had at least 10 years of full-time teaching experience.

Table 13.—Characteristics of teachers in public schools: 1990–91

Selected characteristics	Number, in thousands	Percent
Total	2,559	100.0
Men	719	28.1
Women	1,840	71.9
Race/ethnicity		
White, non-Hispanic	2,214	86.5
Black, non-Hispanic	212	8.3
Hispanic	87	3.4
Other minorities	47	1.8
Experience		
Less than 3 years	248	9.7
3 to 9 years	666	26.0
10 to 20 years	999	39.0
Over 20 years	647	25.3
Highest degree		
Less than bachelor's	17	0.7
Bachelor's	1,327	51.9
Master's or above	1,215	47.5

NOTE: Excludes prekindergarten teachers.

Educational Outcomes

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High School Course-Taking Patterns

In 1983, the National Commission on Excellence in Education recommended that all students take 4 years of English, 3 years each of mathematics, science, and social studies, and a half a year of computer science. For those going on to college an additional 2 years of foreign language study was highly recommended. Over the past 10 years, the average number of science and mathematics courses completed by high school graduates increased substantially. The mean number of mathematics courses (Carnegie units) completed in high school rose from 2.5 in 1982 to 3.1 in 1990, and the number of science courses rose from 2.2 to 2.8.

The proportion of graduates who completed the full college preparatory program recommended by the Commission on Excellence rose from 2 percent in 1982 to 17 percent in 1990.

Table 14.—Percent of high school graduates earning selected combinations of academic credits: 1982 and 1990

Year of graduation and course combinations taken	All graduates
1982 graduates	
4 Eng., 3 S.S., 3 Sci., 3 Math, .5 Comp., & 2 F.L.	1.9
4 Eng., 3 S.S., 3 Sci., 3 Math, & .5 Comp.	2.7
4 Eng., 3 S.S., 3 Sci., 3 Math, & 2 F.L.	8.8
4 Eng., 3 S.S., 3 Sci., 3 Math.	13.4
4 Eng., 3 S.S., 2 Sci., 2 Math.	29.2
1990 graduates	
4 Eng., 3 S.S., 3 Sci., 3 Math, .5 Comp., & 2 F.L.	17.3
4 Eng., 3 S.S., 3 Sci., 3 Math, .5 Comp.	22.7
4 Eng., 3 S.S., 3 Sci., 3 Math, 2 F.L.	30.6
4 Eng., 3 S.S., 3 Sci., 3 Math.	39.9
4 Eng., 3 S.S., 2 Sci., 2 Math.	66.8

NOTE: Eng. = English; S.S. = social studies; Sci. = science; Comp. = computer science; and F.L. = foreign language.

Graduates

The number of high school graduates in 1992–93 totaled about 2.5 million. Slightly less than 2.3 million graduated from public schools and less than 0.3 million graduated from private schools. The number of high school graduates has declined from its peak in 1976–77 when 3.2 million people earned their diplomas. Although the number of graduates has been lower in recent years, the ratio of high school graduates to 17-year-olds has remained relatively stable for more than two decades, declining slightly in the 1970s and increasing slightly in the late 1980s and early 1990s.

Table 15.—High school graduates compared with population 17 years of age: 1972–73 to 1992–93

(In thousands)

School year	Total 17-year-olds	High school graduates	Graduates as a percent of 17-year-olds
1972–73	4,049	3,035	75.0
1977–78	4,286	3,127	73.0
1982–83	3,962	2,888	72.9
1987–88	3,849	2,773	72.1
1988–89	3,842	2,727	71.0
1989–90	3,574	2,588	72.4
1990–91	3,417	2,505	73.3
1991–92*	3,381	2,505	74.1
1992–93*	3,433	2,534	73.8

* Preliminary data.

Dropouts

The dropout rate among 16- to 24-year-olds has fallen over the past 20 years. Having fallen more for blacks than for whites, the dropout differences between the races have narrowed.

Figure 7.—Percent of high school dropouts among 16- to 24-year-olds, by race: 1970 to 1992

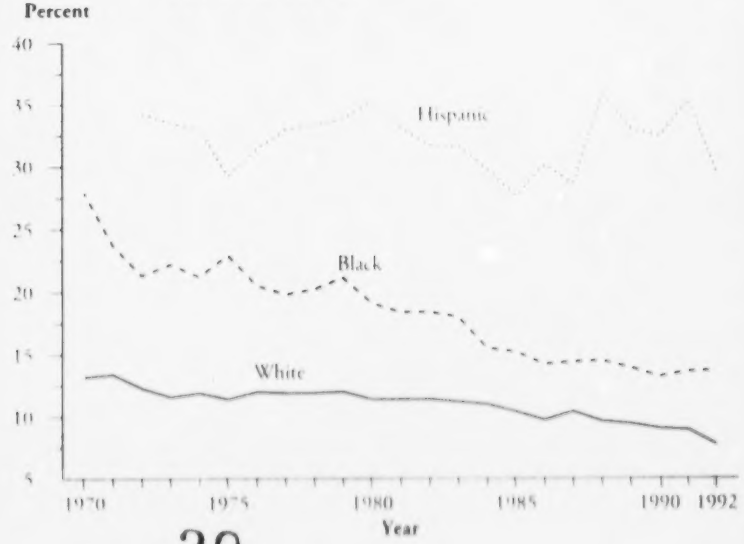


Table 16.—Percent of high school dropouts among persons 16 to 24 years old, by sex and race/ethnicity: October 1972 to October 1992

Year	All races	White, non-Hispanic	Black, non-Hispanic	Hispanic origin
1972	14.6	12.3	21.3	34.3
1977	14.1	11.9	19.8	33.0
1982	13.9	11.4	18.4	31.7
1987	12.7	10.4	14.4	28.6
1988	12.9	9.6	14.5	35.8
1989	12.6	9.4	13.9	33.0
1990	12.1	9.0	13.2	32.4
1991	12.5	8.9	13.6	35.3
1992*	11.0	7.7	13.7	29.4

* Wording of questionnaire was changed.

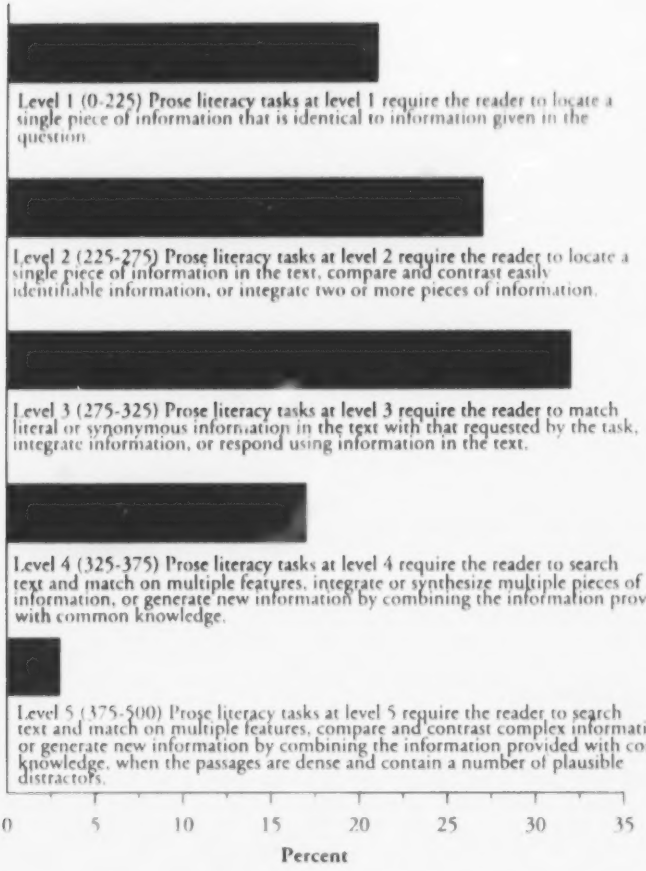
NOTE: Dropouts are persons not enrolled in school who neither graduated from high school, nor received GED-credentials.

Literacy Rates

Some 90 million adults—about 47 percent of the U.S. population—performed at the two lowest levels of literacy in 1992. Literacy was defined as "using printed and written information to function in society, to achieve one's goals, and to develop one's knowledge and potential." Three scales were developed measuring different aspects of literacy: prose, quantitative, and document.

41

Figure 8.—Literacy of adults aged 16 and older: 1992


Level 1 (0-225) Prose literacy tasks at level 1 require the reader to locate a single piece of information that is identical to information given in the question.
Level 2 (225-275) Prose literacy tasks at level 2 require the reader to locate a single piece of information in the text, compare and contrast easily identifiable information, or integrate two or more pieces of information.
Level 3 (275-325) Prose literacy tasks at level 3 require the reader to match literal or synonymous information in the text with that requested by the task, integrate information, or respond using information in the text.
Level 4 (325-375) Prose literacy tasks at level 4 require the reader to search text and match on multiple features, integrate or synthesize multiple pieces of information, or generate new information by combining the information provided with common knowledge.
Level 5 (375-500) Prose literacy tasks at level 5 require the reader to search text and match on multiple features, compare and contrast complex information, or generate new information by combining the information provided with common knowledge, when the passages are dense and contain a number of plausible distractors.
0
5
10
15
20
25
30
35
Percent

SOURCE: U.S. Department of Education, National Center for Education Statistics, *National Adult Literacy Survey, 1992*.

Completions

Between 1980 and 1991, the proportion of the adult population 25 years of age and over with 4 years of high school or more rose from 69 percent to 78 percent. At the same time, the proportion of adults with at least 4 years of college increased from 17 percent to 21 percent.

Table 17.—Percent of persons 25 years and older who completed various years of school: 1960 to 1991

Year	Less than 5 years of elementary school	4 years of high school or more	4 or more years of college
April 1960	8.3	41.1	7.7
March 1970	5.3	55.2	11.0
March 1980	3.4	68.6	17.0
March 1987	2.4	75.6	19.9
March 1988	2.4	76.2	20.3
March 1989	2.5	76.9	21.1
March 1990	2.4	77.6	21.3
March 1991	2.4	78.4	21.4

Reading Performance

Students at age 17 were reading slightly better in 1990 than they were in 1971, but 9- and 13-year-olds showed no improvement. Improvements in the achievement of minority students between 1971 and 1988 resulted in a reduced gap between their reading performance and that of other students.

Table 18.—Proficiency of 17-year-olds in reading, by selected characteristics: 1971, 1980, and 1990

Selected characteristics of students	1971	1980	1990
Total	285.2	285.5	290.2
Sex			
Male	278.9	281.8	284.0
Female	291.3	289.2	296.5
Race/ethnicity			
White	291.4	292.8	296.6
Black	238.7	243.1	267.3
Hispanic	—	261.4	274.8
Control of school			
Public	—	284.4	288.6
Private	—	298.4	311.0
Parents' Education Level			
Not graduated H.S.	261.3	262.1	269.7
Graduated H.S.	283.0	277.5	282.9
Post H.S.	302.2	298.9	299.9

— Data not available.

Mathematics Performance

Results from national assessments of mathematics achievement indicate that performance scores for beginning and moderately complex skills rose between 1978 and 1990, but that scores on advanced operations showed little improvement. The proportion of 17-year-olds who performed moderately complex procedures and reasoning tasks rose from 52 to 56 percent between 1978 and 1990, but their performance on multistep problems and in algebra showed no change.

Table 19.—Percent of 17-year-old students performing at or above three mathematics proficiency levels, by race/ethnicity: 1978 to 1990

Year and race/ethnicity	Numerical operations and beginning problem solving	Moderately complex procedures and reasoning	Multistep problem solving and algebra
Total			
1978	92.0	51.5	7.3
1982	93.0	48.5	5.5
1986	95.6	51.7	6.5
1990	96.0	56.1	7.2
White			
1978	95.6	57.6	8.5
1982	96.2	54.7	6.4
1986	98.0	59.1	7.9
1990	97.6	63.2	8.3
Black			
1978	70.7	16.8	0.5
1982	76.4	17.1	0.5
1986	85.6	20.8	0.2
1990	92.4	32.8	2.0
Hispanic			
1978	78.3	23.4	1.4
1982	81.4	21.6	0.7
1986	89.3	26.5	1.1
1990	85.8	30.1	1.9

College Degrees

The number of degrees conferred by institutions of higher education was estimated to be at or near an all-time high for all levels of degrees in 1992–93: 497,000 associate degrees; 1,145,000 bachelor's degrees; 364,000 master's degrees; 73,900 first-professional degrees; and 41,200 doctor's degrees. In 1990–91, women earned the majority of degrees at the associate, bachelor's, and master's degree levels.

Figure 9.—Percent of bachelor's, master's, first-professional, and doctor's degrees awarded to women: 1959–60 to 1990–91

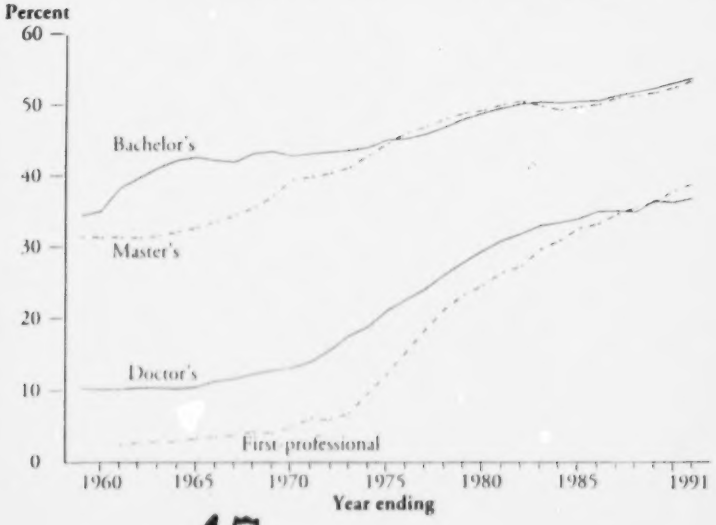


Table 20.—Degrees conferred by institutions of higher education, by level of degree: 1960–61 to 1992–93

Year	Bachelor's degrees [1]	Master's degrees	Doctor's degrees
1960–61	365,174	84,609	10,575
1965–66	520,115	140,602	18,237
1970–71	839,730	230,509	32,107
1975–76	925,746	311,771	34,064
1980–81	935,140	295,739	32,958
1985–86	987,823	288,567	33,653
1986–87	991,339	289,557	34,120
1987–88	994,829	299,317	34,870
1988–89	1,018,755	310,621	35,720
1989–90	1,051,344	324,301	38,371
1990–91 [2]	1,094,538	337,168	39,294
1991–92 [3]	1,119,000	349,000	40,100
1992–93 [3]	1,145,000	364,000	41,200

[1] First professional degrees are included with bachelor's degrees in 1960–61.
[2] Preliminary data.
[3] Projected.

Finance

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Overall Expenditures

Expenditures for public and private education, from preprimary through graduate school, are estimated at $466 billion for 1992–93—about $279 billion for elementary and secondary schools and about $187 billion for institutions of higher education. Viewed in another context, the total expenditures for education are expected to amount to about 7.8 percent of the gross domestic product in 1992–93, a slightly higher percentage than in the recent past.

50

Table 21.—Total expenditures of educational institutions related to the gross domestic product in current dollars: 1970–71 to 1992–93

School year	Total expenditures in millions of dollars	As a percent of gross domestic product
1970-71	$ 75,741	7.5
1980-81	182,849	6.8
1984-85	247,657	6.6
1985-86	269,485	6.7
1986-87	291,974	6.8
1987-88	313,375	6.9
1988-89	346,883	7.1
1989-90	382,062	7.3
1990-91	414,093	7.5
1991-92 *	440,853	7.8
1992-93 *	466,100	7.8

* Estimated.

Public Elementary and Secondary School Revenues

The state share of revenues for public elementary and secondary schools grew somewhat through the first half of the 1980s, but in 1987–88 the trend began to reverse. Between 1987–88 and 1990–91, the local share of school funding rose to nearly equal the proportion from state governments. In 1990–91, 47 percent of all revenues came from state sources, 46.5 percent came from local sources, and 6 percent came from the federal government.

Table 22.—Percent of revenues for public elementary and secondary schools from various sources: 1970–71 to 1990–91

School year	Federal	State	Local *
1970–71	8.4	39.1	52.5
1975–76	8.9	44.6	46.5
1980–81	9.2	47.4	43.4
1981–82	7.4	47.6	45.0
1982–83	7.1	47.9	45.0
1983–84	6.8	47.8	45.4
1984–85	6.6	48.9	44.4
1985–86	6.7	49.4	43.9
1986–87	6.4	49.7	43.9
1987–88	6.3	49.5	44.1
1988–89	6.2	47.8	46.0
1989–90	6.1	47.3	46.6
1990–91	6.2	47.3	46.5

* Includes a relatively small amount from nongovernmental sources.

NOTE: Beginning in 1980–81, revenues for state education agencies are excluded.

Public Elementary and Secondary School Expenditures

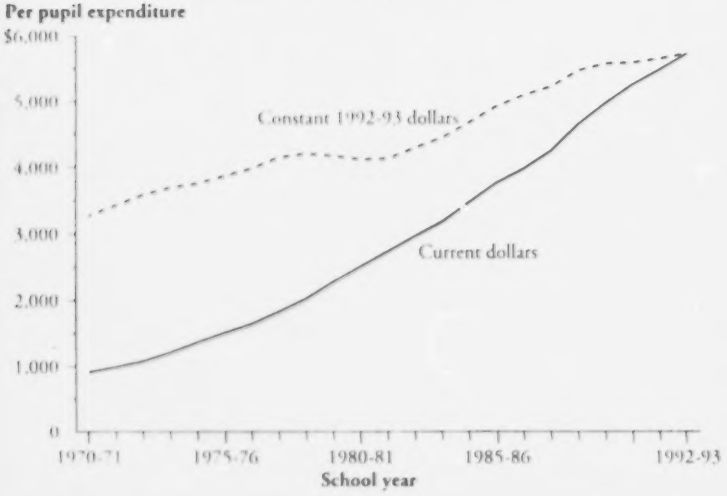
The expenditure per student in public schools has risen significantly in recent years, even after allowing for inflation. In 1992–93, the estimated current expenditure per student in average daily attendance was $5,721. After adjustment for inflation, this represents an increase of 33 percent since 1982–83.

Table 23.—Current expenditure per pupil in average daily attendance: 1970–71 to 1992–93

School year	Unadjusted	Constant 1992–93 dollars
1970–71	$ 911	$3,269
1980–81	2,502	4,116
1985–86	3,756	4,919
1986–87	3,970	5,087
1987–88	4,240	5,217
1988–89	4,645	5,462
1989–90	4,962	5,570
1990–91	5,245	5,582
1991–92 *	5,474	5,645
1992–93 *	5,721	5,721

* Estimated.

Figure 10.—Current expenditure per student in average daily attendance in public elementary and secondary schools: 1970–71 to 1992–93



Federal Aid for Elementary and Secondary Education

Nearly one-third of all public school children participated in free or reduced-price school lunch programs in 1990–91. Participation rates were higher than average in schools in central cities and schools with high concentrations of minority children. About 14 percent of public school children and 5 percent of private school children received aid through the federal ECIA Chapter I program, which provides assistance to educationally disadvantaged students.

Table 24.—Percent of public school students participating in federal programs, by school characteristics: 1990–91

School characteristics	Percent free lunch	Percent ECIA * Chapter I
Total	32.0	13.6
Community type		
Central city	44.1	18.1
Urban fringe/large town	22.8	10.3
Rural/small town	30.3	12.9
School size (students)		
Less than 150	35.2	17.5
150–299	35.6	14.5
300–499	34.1	15.8
500–749	34.5	15.2
750 or more	28.1	10.8
Minority students		
Less than 5%	20.1	9.5
5 to 19%	18.3	7.1
20 to 49%	31.5	10.8
50% or more	57.2	26.3

* Education Consolidation and Improvement Act.

Higher Education Revenues

Private colleges are heavily dependent on tuition for revenues, receiving 40 percent from this source. In contrast, public colleges receive much of their revenue—44 percent—from state and local governments.

Table 25.—Sources of current-fund revenue for institutions of higher education: 1990–91

Source	Public	Private
Total	100.0	100.0
Tuition and fees	16.1	40.4
Federal government	10.3	15.4
State governments	40.3	2.3
Local governments	3.7	0.7
Private gifts, grants, and contracts	3.8	8.6
Endowment income	0.5	5.2
Sales and services	22.7	22.9
Educational activities	2.8	2.5
Auxiliary enterprises	9.5	10.7
Hospitals	10.3	9.8
Other sources	2.6	4.5

Higher Education Expenditures

Trend data show some increases in the expenditures per student at institutions of higher education. After adjustment for inflation, current-fund expenditures per student rose about 17 percent between 1980–81 and 1990–91.

Table 26.—Current-fund expenditure and expenditures per full-time-equivalent student in institutions of higher education: 1970–71 to 1990–91

Year	Unadjusted dollars (in millions)	Constant 1990–91 dollars (in millions)	Per student, in constant 1990–91 dollars
1970–71	$ 23,375	$ 83,330	$12,368
1975–76	38,903	99,643	11,751
1980–81	64,053	110,583	12,539
1985–86	97,536	125,126	14,006
1986–87	105,764	130,272	14,372
1987–88	113,786	134,138	14,533
1988–89	123,867	138,013	14,583
1989–90	134,656	141,828	14,501
1990–91 *	146,088	146,088	14,632

* Preliminary data.

College Costs

For the 1992–93 academic year, annual undergraduate charges for tuition, room, and board were estimated to be $5,394 at public colleges and $14,741 at private colleges. Between 1982–83 and 1992–93, charges at public colleges increased by 26 percent and charges at private colleges by 47 percent, after adjusting for inflation.

Figure 11.—Total tuition, room, and board charges at public and private 4-year colleges: 1959–60 to 1992–93

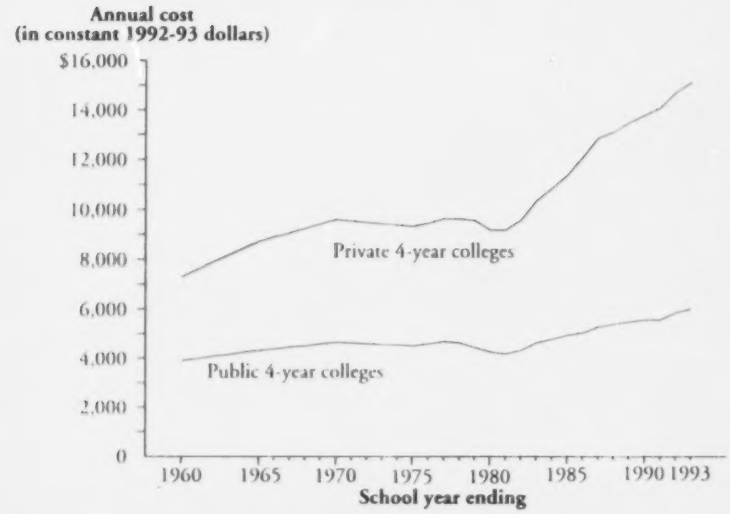


Table 27.—Average undergraduate tuition, room, and board charges: 1980–81 to 1992–93

Year and control of institution	Total tuition, room, and board		
	All institutions	All 4-year	2-year [1]
All			
1980–81	$ 3,101	$ 3,499	$2,230
1982–83	3,877	4,406	2,713
1986–87	5,206	5,964	3,295
1990–91	6,562	7,602	3,930
1991–92	7,074	8,252	4,089
1992–93 [2]	7,470	8,759	4,226
Public			
1980–81	2,373	2,550	2,027
1982–83	2,945	3,196	2,390
1986–87	3,805	4,138	2,989
1990–91	4,757	5,243	3,467
1991–92	5,135	5,695	3,623
1992–93 [2]	5,394	6,029	3,793
Private			
1980–81	5,470	5,594	4,303
1982–83	6,920	7,126	5,364
1986–87	9,676	10,039	6,384
1990–91	12,910	13,237	9,302
1991–92	13,907	14,273	9,631
1992–93 [2]	14,741	15,128	9,972

[1] Because of their low response rate, data for private 2-year colleges must be interpreted with caution.

[2] Preliminary.

Scholarships

One of the most rapidly rising expenditures by institutions of higher education during the past decade was scholarships and fellowships. Between 1980–81 and 1990–91, these rose by 51 percent per student at public institutions, and by 71 percent at private institutions, after adjusting for inflation.

Table 28.—Current-fund educational and general expenditures of public institutions of higher education: 1980–81 to 1990–91

(In millions)

Year	Total expenditures	Scholarships and fellowships	Percent of total
	Public		
1980-81	$34,173	$1,065	3.1
1983-84	42,594	1,277	3.0
1984-85	46,874	1,375	2.9
1985-86	50,873	1,576	3.1
1986-87	54,359	1,752	3.2
1987-88	58,639	1,941	3.3
1988-89	63,445	2,150	3.4
1989-90	69,164	2,386	3.5
1990-91 *	74,395	2,689	3.6
	Private, non-profit		
1980-81	15,901	1,440	9.1
1983-84	21,148	2,025	9.6
1984-85	23,188	2,296	9.9
1985-86	25,255	2,584	10.2
1986-87	28,596	3,024	10.6
1987-88	30,518	3,384	11.1
1988-89	33,358	3,768	11.3
1989-90	36,421	4,269	11.7
1990-91 *	39,744	4,863	12.2

* Preliminary data.

Aid to Higher Education

About 44 percent of all undergraduates, including more than half of full-time students, received some form of financial aid in 1989. Students at private colleges were more likely to receive aid than students at public colleges. About 48 percent of full-time undergraduates at public colleges received aid compared with 70 percent at private colleges. Students obtained aid through a variety of programs: 37 percent received grants, 20 percent received loans, 5 percent participated in work-study programs, and 8 percent received aid through other types of programs. About 30 percent of students received aid from federal sources and 32 percent received aid through private sources. Private colleges provided aid from their own sources to about half of their full-time undergraduates. For all full-time undergraduates, the average student aid package from all sources totalled $4,732 in 1989–90.

Table 29.—Percent of undergraduates receiving financial aid from grants or loans: Fall 1989

Selected student characteristics	Total aid	Grants	Loans
All undergraduates	44.0	37.2	20.4
Sex			
Men	42.2	35.1	19.6
Women	44.6	38.0	20.4
Race/ethnicity			
White, non-Hispanic	41.2	34.2	19.1
Black, non-Hispanic	61.2	55.3	28.2
Hispanic	44.2	38.7	19.9
Asian American	35.5	31.2	14.7
American Indian	51.6	46.8	16.2
Age			
23 years old or less	46.1	37.9	22.4
24 to 29 years old	44.4	38.6	23.2
30 years old or over	37.4	33.0	12.8
Marital status			
Married	35.4	30.6	14.8
Not married	46.3	38.8	22.7
Separated	55.6	50.0	25.4
Attendance status			
Full-time	56.4	47.3	29.8
Part-time	25.9	22.3	6.4

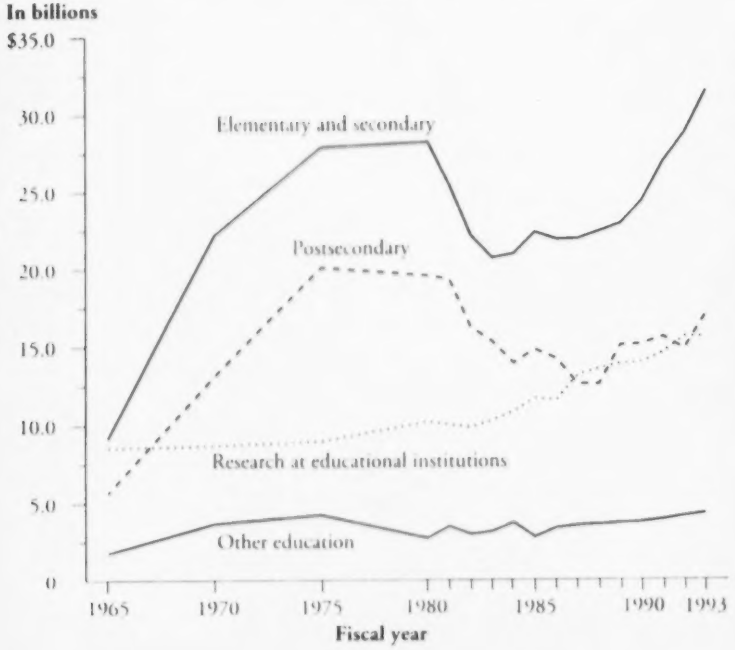
NOTE: Data include students in all types of postsecondary institutions.

Federal Funding

Federal funding for education showed sizable growth between fiscal years 1965 and 1993, after adjustment for inflation. Particularly large increases occurred between 1965 and 1975. After a period of relative stability between 1975 and 1980,

Figure 12.—Federal on-budget funds for education, by level: 1965 to 1993

(In constant 1993 dollars)



federal funding for education, excluding estimated federal tax expenditures for education, declined approximately 9 percent between 1980 and 1985 after adjustment for inflation. From 1985 to 1993, federal funding for education increased by 39 percent.

Table 30.—Federal funds for education: Fiscal years 1970 to 1993

(In millions of current dollars)

Fiscal year	Total on-budget support and nonfederal funds
1970	13,359.1
1975	24,691.5
1980	39,349.2
1982	40,142.2
1984	43,875.9
1986	48,139.4
1988	53,840.5
1990	63,351.8
1991	70,862.5
1992	76,028.5
1993	87,467.6

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